

# South Carolina Commission on Higher Education

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CAAL  
04/03/2008  
Agenda Item 8

Dr. Garrison Walters, Executive Director

## **MEMORANDUM**

**To:** Dr. Bettie Rose Horne, Chair, and Members, Committee on Academic Affairs and Licensing

**From:** Dr. Gail M. Morrison, Director of Academic Affairs and Licensing

### **Consideration of** **Awards for Improving Teacher Quality Competitive Grants Program** **New and Continuing Awards FY 2008-09**

## **Background**

Since 1984, the Commission on Higher Education has been responsible for administering federal funds under a Title II program of *The Elementary and Secondary Education Act (ESEA)*. In 2001, the federal legislation was re-authorized under the *No Child Left Behind Act*. Title II Part A entitled *A Preparing, Training, and Recruiting High-Quality Teachers and Principals* authorizes the Commission to conduct a competitive awards program. The purpose of this part of the federal legislation is to provide support to:

increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools.

The Commission is authorized to provide a competitive grants program to partnerships comprised, at a minimum, of schools of education and arts and sciences from higher education institutions along with one or more high-need local education agencies (LEAs) which are defined as school districts. Additional partners may be included as defined by the legislation. Funds to the state are allocated based on the FY 2001 amount received under the former *Eisenhower Professional Development* and *Class-Size Reduction* programs. Any remaining funds from the federal appropriation are distributed through a formula based on the State's school-age population and percent of these children in families with incomes below the poverty level.

The higher education program is a competitive grants program with the primary focus on professional development; however, there are several recent significant changes under the legislation. Foremost is that the Commission will only award grants to eligible partnerships that are comprised of, at a minimum, (1) a private or public institution of higher education and the division of the institution that prepares teachers and principals; (2) a school of arts and sciences; and (3) a high-need local education agency (defined in the legislation as a school district based upon U.S. census data). Additional partners may also be included. A second change is that there is no longer a focus on science and mathematics. Instead, nine core academic areas (English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography) can be addressed in proposals. A third change allows professional development to focus on in-service and pre-service teachers, as well as principals and paraprofessionals (in the core academic areas that the teachers teach). Finally, the emphasis of the proposed projects must be on low-performing districts and schools, and the Commission is charged with ensuring an equitable geographic distribution of grants.

The priority areas that proposals must address are determined by the federal legislation and are identified in the State's Consolidated State Plan submitted to the U.S. Department of Education.

Under federal regulations, 2.5 percent of the *Improving Teacher Quality Higher Education Grants* (ITQ) funds for the state are allocated to the Commission to be used for the competitive grants program. The Commission is expected to have \$960,000 with which to make Federal FY 2008-09 awards. Proposed projects may request up to \$100,000 in funds per year. Average budget requests for both continuing and new projects range from \$93,000 to \$130,000. The Commission seeks proposals that will have maximum impact and encourages multi-year programs to assure positive results on the target audience. The number of grants awarded will be determined primarily by the quality of the proposals submitted and the size of the negotiated final budgets in comparison to the total funds available. Equitable geographic distribution (i.e., districts served) must be considered in making awards, assuming proposals are deemed to be of high quality. No proposal will be considered unless it meets the minimum federal definition of a partnership (as stated in the *ITQ Guidelines and in the Federal Title II Non-Regulatory Guidance*).

### **Review Panel Recommendations**

The FY 2007-08 review panel (**Attachment 1**) identified four fundable projects for funding because of their excellence and geographic representation. These proposals were not funded in FY 2007-08 because of the lack of available funds, but the panel recommended funding to begin at a later date when additional funding was available, contingent upon the submission of an updated proposal to CHE staff for review by

December 1, 2007. Three of the four recommended projects were submitted to CHE staff for review for FY 2008-09 awards (one proposal was not submitted because of a change in faculty and LEA personnel) and are shown on **Attachment 2**.

The three new proposals will allow seven new districts from the I-95 corridor (Jasper, Hampton 1, Hampton 2, Colleton, Dorchester 4 and Georgetown) to receive professional development in the areas of mathematics and science content. In addition, four new counties (McCormick, Newberry, Orangeburg and Fairfield) will receive professional development in mathematics and science content. In subsequent years, to further increase the number of high-needs counties that will receive professional development in the content that the teachers teach, priority points will be given to proposals that address the counties along the I-95 corridor that are eligible for partnerships. Staff will conduct technical assistance workshops for institutions to assist with writing strong, fundable grant proposals.

The funding amount requested for the new awards for FY 2008-09 is \$251,116, contingent upon availability of funds from the federal government.

In addition to the three new projects, five continuing projects were submitted and approved by the CHE staff for funding in FY 2008-09 (**Attachment 3**). These projects were reviewed by staff for their success in meeting the stated goals and objectives in their original proposals and for appropriate activities as identified by the federal guidelines. The total amount requested for continuing proposals in their second through fourth years of funding for awards made under the FY 2005-06 through 2007-08 grant competitions total \$555,000. The total funding amount requested for all projects is \$806,116. Six other funded projects have been concluded.

A map (**Attachment 4**) is attached which shows the high-needs LEAs that are eligible to participate in the Improving Teacher Quality Grant programs and also identifies those that are current partners as well as those that will become partners with the FY 2008-09 projects.

### **Recommendation**

The staff recommends that the Committee on Academic Affairs and Licensing approve on behalf of the Commission the review panel's funding recommendations as shown in **Attachment 2** and **Attachment 3**. The Committee was given the authority to make the awards on behalf of the Commission for the *Improving Teacher Quality* grant program since its inception in 2002-03. In keeping with the procedure from previous years, the staff requests authority to negotiate the final program activities and budgets with the project directors. Funding will be contingent upon the project directors' revisions of the proposed projects in accord with last year's review panel's recommended changes and availability of funds.

**Improving Teacher Quality  
Review Panel FY 2007-08**

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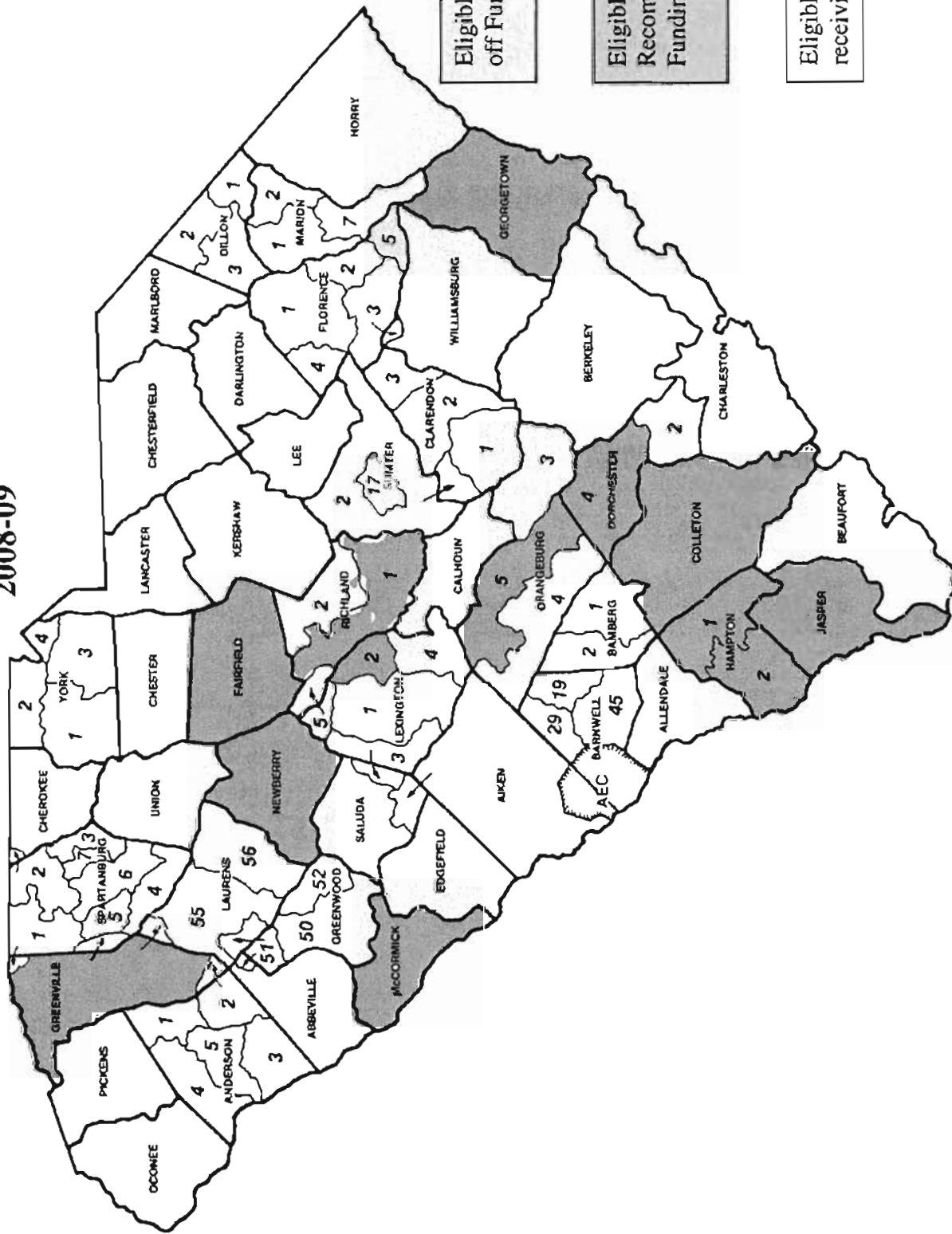
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**CHE**

Improving Teacher Quality FY 2008-09 No Child Left Behind New Proposals Submitted							
Proposal #	Institution	Project Title	Project Director	High Need LEAs		Funds Requested	Recommended for Funding
ITQ08-01	Clemson University	Meeting the Need for Highly Qualified Mathematics Teachers	Elaine Wiegert	Fairfield	YR1	\$ 99,496.00	YES
					YR2	\$ 100,828.00	2008-09
					YR3	\$ 101,678.00	
					YR4	\$ 100,644.00	
ITQ08-02	University of South Carolina – Columbia	Creating an Early Childhood Nature-Based Inquiry Model	Mary Earick	Georgetown	YR1	\$ 94,665.00	YES
					YR2	\$ 94,665.00	2008-09
					YR3	\$ 95,437.00	
					YR4	\$ 61,264.00	
ITQ08-03	University of South Carolina – Aiken	Distance Education for Developing Highly Qualified Middle School Mathematics Teachers	Thomas Reid	Colleton, Hampton 1, Hampton 2, Jasper, McCormick, Orangeburg 4	YR1	\$ 96,072.00	YES
					YR2	\$ 95,800.00	2008-09
					YR3	\$ 96,922.00	
					YR4	\$ 99,450.00	
First Year Funding Requests Total						\$ 290,233.00	

**Improving Teacher Quality Higher Education  
Continuing Projects  
FY 2008-09**

<b>PI</b>	<b>Grant</b>	<b>Institution</b>	<b>High Need LEA(s)</b>	<b>Number of Participants Served 2007-08</b>	<b>Requested Budget</b>	<b>Comments</b>
Bill Moss	Building a Mathematical Learning Community	Clemson	Greenville	100 inservice elementary teachers; 15 administrators; 2000 students	\$93,750	<b>Year 3 (of 3)</b>
Anna Baldwin	Digital Express	Clemson	Lexington 2, Richland 1	62 preservice teachers and middle school students; 28 inservice elementary teachers; 102 athletes	\$93,750	<b>Year 3 (of 4)</b>
Lynn Noble	Making Math and Technology High-Quality	Columbia College	Richland 1	16 inservice elementary teachers	\$130,000	<b>Year 3 (of 4)</b>
Christine Lotter	High School Teacher Inquiry and Technology Professional Development Program	USC – Columbia	Richland 1, Lexington 2, Orangeburg 5, Sumter 2	20 inservice secondary teachers; 50 students	\$112,500	<b>Year 3 (of 4)</b>
David Virtue	On-Track: Teaching Reading and Content Knowledge	USC-Columbia	Colleton, Georgetown, Greenville, Marion 7, Lexington 2, Newberry, Dorchester 4	71 inservice middle school teachers	\$125,000	<b>Year 2 (of 4)</b>
<b>Total Continuing Funds Requested FY 2008-09</b>					<b>\$555,000</b>	

# High Needs LEAs 2008-09



Eligible LEAs rotating  
off Funding 2007-08

Eligible LEAs  
Recommended for  
Funding 2008-09

Eligible LEAs not  
receiving funding